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ABSTRACT

The second wave of reform involves a comprehensive view of restructuring schools. This means rebuilding relationships among all school community members, changing organizational arrangements, and rethinking the curriculum. Written by second wave educators committed to professionalizing teaching and building a more collaborative school culture, the book is divided into two major sections. Part I examines questions of policy, research, and practice, seeking to determine the necessary conditions to change school culture. A chapter by Kathleen Delvaney and Gary Sykes explores complexities involved in building a professional culture. Next, Milbrey W. McLaughlin and Sylvia M. Yee advocate reconceptualizing the teacher's career, analyzing data from an indepth California study. Myrna Cooper's chapter examines school culture as experienced by those who live it. Linda Darling-Hammond and Judith Warren Little's chapters deal with difficult issues involved with reforming and professionalizing teaching. Part II examines the need for building collaboration among teachers and for expanding their leadership roles, and ways of pursuing these goals. Part III includes several examples from research and practice in places experimenting with new structures, roles, and coalitions. This section also examines how various aspects of school culture are affected by interventions beginning at the state, district, or local level and describes new ways of organizing schools. Holly M. Houston begins by describing an attempt to restructure secondary schools, while Roland S. Barth visualizes new roles for a community of leaders. Ann Lieberman, Ellen R. Saxl, and Matthew B. Miles closely examine the work, skills, and organizational behavior of a group of teacher-leaders studied over several years. Next, Phillip C. Schlechty analyzes the cultural change process in a large urban school district. Harry Judge's "Afterword" offers a global perspective on building a professional culture in schools. Patricia Wasley closes with an annotated bibliography of 28 titles. A subject index is provided. (MLH)